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ABSTRACT

The summary and proceedings of the San Diego County Partnership with Schools Forum held in San Diego on April 21-22, 1983 are presented. The forum was cosponsored by policy makers in education and industry for the purpose of sharing information and partnership planning opportunities for business, industry, the military, and government with the educational community. This conference report describes the issues that were raised and discussed and gives detailed summaries of the remarks made by speakers and panelists. A summary of the evaluations of the forum, recommendations made by the participants, and outlines of future plans and follow-up activities are also included. Four important issues dealt with at the conference were: (1) state and national perspectives on partnerships; (2) dynamics which make quality partnerships work; (3) realities and opportunities for partnership alliances; and (4) critical issues regarding partnerships and action strategies for increasing and strengthening partnerships. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (EM)

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The San Diego County Partnerships With Schools Forum brought together leaders from education, business and industry, the military, and government to discuss and plan for cooperative ventures assisting education. The Forum presented current models and resources as discussion subjects in presentations, panel discussions, and keynote addresses.

The primary focus of the Forum was to provide both the sharing of information and partnership planning opportunities for business, industry, and government with the educational community. Participants included community leaders from business, industry, the military, and government, as well as education.

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PARTNERSHIPS WITH SCHOOLS FORUM

AN OVERVIEW

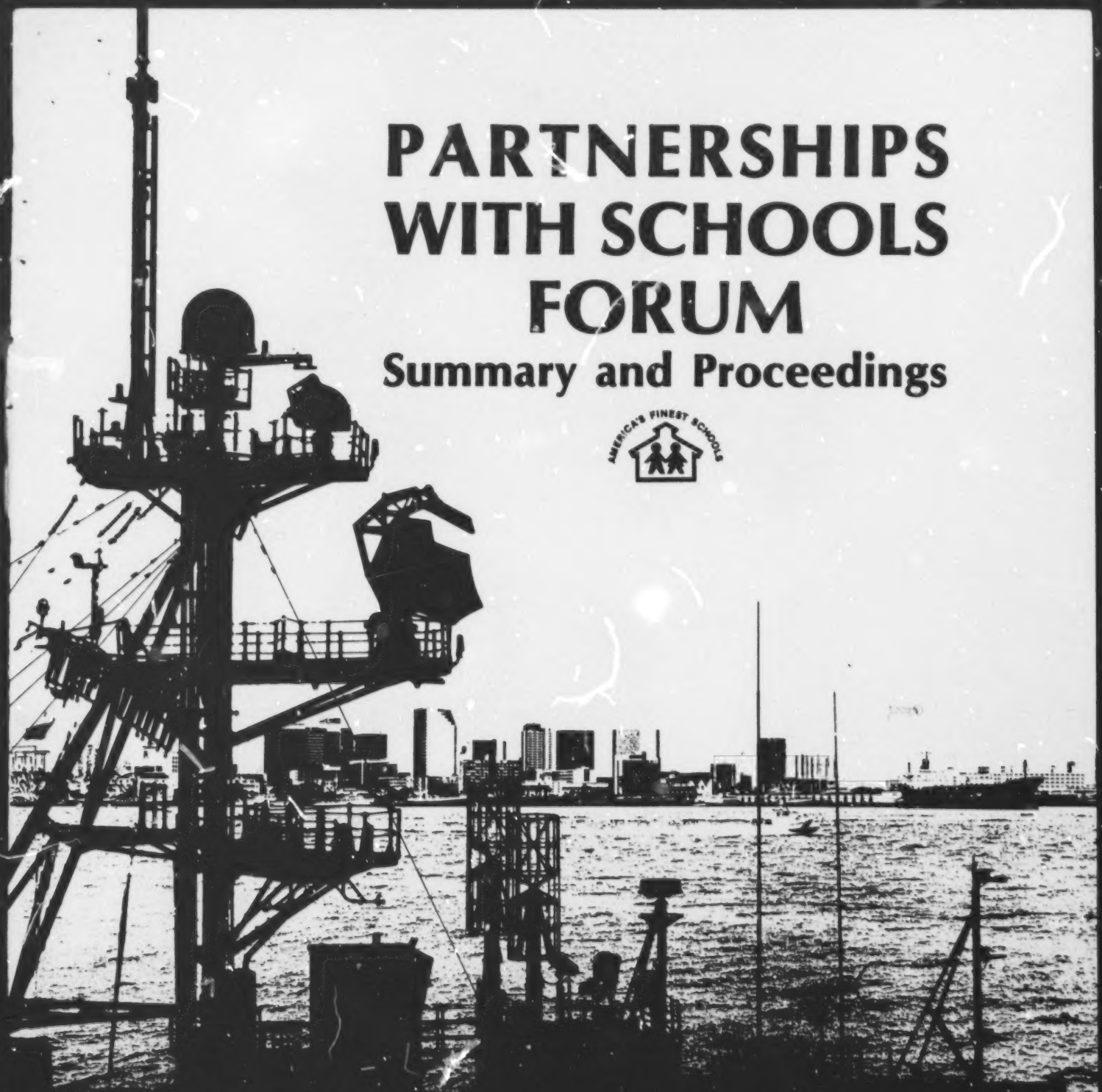
A major cooperative effort held in San Diego on April 21-22, the Partnerships With Schools Forum provided a community platform for the exchange of ideas on key issues in education today, while emphasizing the strengthening of the quality of education through school partnerships. Top policymakers in education, business and industry, government, and the military were featured at the event. The Forum was cosponsored by the San Diego County Office of Education, Pacific Telephone Company, the Greater San Diego Industry-Education Council and the California State Department of Education. More than 300 people attended the Forum, which featured an intensive program of speakers, workshops, and panel discussions. The two-day event represented an extension of the ongoing program of school-business partnerships in the area and was designed to both further involve the business and government community in what is happening with the schools and with partnerships, and to encourage the creation of new partnerships.

State, national and local concerns were represented by such key speakers and panelists as Bill Honig, California State Superintendent of Public Instruction; T. Wendell Butler of the White House Office of Private Sector Initiatives; State Senator Gary Hart, Chairman of the Senate Education Committee; Stephen Chaudet, Director of Public Affairs, Lockheed Corporation; Peter Hutchinson, Vice President, Dayton-Hudson Corp.; Linc Ward, General Manager of Pacific Telephone; Rear Admiral William A. Walsh, U.S. Navy; and several other concerend persons representing the educational, business and government community. Speakers stressed the need for business and community involvement with schools. Said State Superintendent of Public Instruction Bill Honig, "In the area of partnerships, among those which have been most helpful are those with the business community." Honig stated that in addition to the business community, the general community is showing a growing awareness, "of the importance of public education to the overall health of this society." T. Wendell Butler also supported the need for private sector involvement; "What we see is a growing belief that government alone, that public institutions alone, cannot solve all of our problems. That it takes the help, the ingenuity, the commitment, of those in the non-public or the private sector."

Business people supported their interest in the schools today: Stephen Chaudet of Lockheed Corporation stressed the need for upgrading technical education in the schools and for raising general educational standards, plus the need for more involvement with the community. Forum participants discussed the dynamics of partnerships, including (1) how to initiate and forge partnerships, (2) what business and industry can do for partnerships, and (3) what constitutes a good partnership. Discussions of Forum participants lead to the development of "Action Strategies," including what schools and businesses can do together and on their own in the critical areas of Educational Standards, Technical Education, Community Involvement, and Finance. Key action plans evolving from the activities included initiating training in the classroom by the business sector; upgrading competency standards in the schools; tapping the resources of the retired community; establishing a school-business political hotline; establishing a counselor-teacher relay program with business groups; and informing teachers and other school staff on methods of creating a more positive public image for the schools. A major outcome of Forum activities included the planning of a summit in the fall, which will include key people from business, industry, and the educational community and will emphasize the improvement and enhancement of business-education partnerships.

# PARTNERSHIPS WITH SCHOOLS FORUM

## Summary and Proceedings



GERALD A. ROSANDER, SUPERINTENDENT OF SCHOOLS, DEPARTMENT OF EDUCATION, SAN DIEGO COUNTY

THE WHITE HOUSE

WASHINGTON

April 8, 1983

Many times over the years I have witnessed the greatness of the American spirit. Compassion for others, creativity in meeting challenges, and determination to accomplish our goals are significant attributes of our people. One example of this spirit is the Adopt-a-School Program being undertaken by businesses, civic groups, and volunteers in San Diego County.

I am pleased to extend my personal congratulations and commendation to you for your generous voluntary contributions to your community. Your involvement exemplifies the highest tradition of service to others and enhances the lives of all our citizens.

You have my best wishes and encouragement as you meet at this Partnerships With Schools Forum. May you have every success in launching such an important and worthwhile endeavor. I hope your efforts will inspire other communities as well.

Ronald Reagan

The sponsors of the Partnerships With Schools Forum worked with the White House Office of Private Sector Initiatives in planning the Forum. As a result of this liaison, a letter of encouragement from President Reagan was received and served as an inspiration throughout the two-day event.

# PARTNERSHIPS WITH SCHOOLS FORUM

## Summary and Proceedings

Gerald A. Rosander
Superintendent of Schools
Department of Education, San Diego County

# PARTNERSHIPS WITH SCHOOLS FORUM

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# PARTNERSHIPS WITH SCHOOLS FORUM

## Purpose

The purpose of the Partnerships With Schools Forum was to convene chief policymakers from the military, business, industry, government, and education to consider the challenges and prospects facing our public education system *and* to further join forces in strengthening the quality of education through partnerships with schools. Held on April 21 and 22, 1983, at Sea World's Atlantis Restaurant in San Diego, the Forum dealt with four important issues:

1) ***State and national perspectives on partnerships with special attention to recommendations of the California Roundtable, a group of more than 80 corporate presidents.***
**The recommendations called for the business community to:**
   - **Conduct public information campaigns on the importance of high standards.**
   - **Establish business expectations for the education level of beginning employees.**
   - **Support the following state government actions to raise standards:**
     - **—Minimum graduation requirements**
     - **—Required local use of state curriculum guidelines**
     - **—Textbook upgrading**
     - **—Strengthened state testing of student performance**
     - **—Longer school day and year**
   - **Conduct public information campaigns to increase community support for education.**
   - **Lend employees and management experts to schools.**
   - **Promote a statewide network of local business-education coalitions.**
   - **Help establish high quality technical education (math/science) as a top priority for California.**
   - **Support coordinated statewide planning for technical education.**
   - **Join with postsecondary institutions to combine resources to help ease the fiscal crisis.**
   - **Provide direct assistance and support state programs to improve teaching in technical education and increase the number of skilled math-science teachers.**
   - **Support increased funding for education if it is tied to school finance reform and policies to strengthen the teaching profession.**
   - **Organize statewide discussions to develop a package of measures to reform school finance and strengthen the teaching profession.**

2) ***The dynamics making quality partnerships work from the view of responsive corporations which are already leaders in the effort.***
3) ***The realities and opportunities for partnership alliances by San Diego County's military, business, and industrial community and education.***
4) ***Critical issues regarding, and action strategies for, increasing and strengthening partnerships.***

More than 300 people attended the Forum to learn about the current status and plan for the future of partnerships through the intensive two-day program of speakers, workshops, and panel discussions.

# OVERVIEW

The Partnerships With Schools Forum was sponsored by the San Diego County Department of Education, Pacific Telephone Company, the Greater San Diego Industry-Education Council, and the California State Department of Education. For the sponsoring organizations, the Forum represented a logical extension of an ongoing program of partnerships designed to ensure that San Diego County continues to have "America's Finest Schools."

The following conference report describes the issues that were raised and discussed at the Forum, as well as detailed summaries of the remarks made by speakers and panelists. It also includes a summary of evaluations of the Forum and recommendations made by the participants, and outlines future plans and follow-up activities.

# INTRODUCTIONS

**Gerald A. Rosander**, San Diego County Superintendent of Schools, welcomed participants to the Forum, explained the purpose and set the tone for the gathering.

**Pete Rios**, Chairperson of the Greater San Diego Industry-Education Council, introduced the first featured speaker, Bill Honig, California State Superintendent of Public Instruction.

**Richard Burt**, Chairperson of the Greater San Diego Chamber of Commerce, introduced Stephen Chaudet, Director of Public Affairs for Lockheed Corporation.

**C. Hugh Friedman**, President of the California State Board of Education, introduced T. Wendell Butler, White House Office of Private Sector Initiatives.

# INTRODUCTIONS

**Pat N. Hyndman**, President of The Executive Committee, division of Vedax Sciences Corporation, introduced Peter Hutchinson, Vice President of Public Affairs for Dayton-Hudson Corporation.

**Donald Rucker**, Deputy Superintendent of the San Diego County Department of Education, introduced Richard Byrne, Professor, University of Southern California.

**Joe Costa**

**Mike Madigan**

**Tom Payzant**

Panel discussions throughout the two-day Forum were facilitated by **Joe Costa**, Employee Relations Manager of Hewlett-Packard Company; **Mike Madigan**, Vice President of Pardee Construction Company; and **Tom Payzant**, Superintendent of San Diego Unified School District.

# STATE/NATIONAL POLICY PERSPECTIVES

**Bill Honig**
California State Superintendent of Public Instruction.

State Superintendent Bill Honig began his presentation, "...I am finding a tremendous enthusiasm around this state for tackling the issues in public schools and public education and making our schools work the way they should." Honig stated he sees "...a tremendous wealth of examples of individual schools, districts, and teachers in classrooms who are delivering a high quality product." Honig further noted that there is "...a tremendous effort, a cooperative effort, to move the whole state in the direction of excellence and quality in programs that actually educate our students at the levels that are necessary. It is an exciting time to be involved in education..., I think the opportunity has never been greater for massive change in our educational programs in this state.

"In the area of partnerships, among those which have been most helpful are those with the business community." He continued, "The California Roundtable and the Industry-Education Councils of the state have been telling us where we're strong and where we're weak. It always comes out very similar. They are saying, we want basic writing skills, and reading skills, the ability to communicate; we want the technical, mathematical and science skills. We also want the ability to conceptualize and think and synthesize material. These are our 'marching orders,' if you will. We, in education, are now trying to assure that our courses, our standards, and our expectations produce that kind of educated student."

Honig then went on to say that he believes that in addition to the business community, the general community is showing a growing awareness "...of the importance of public education to the overall health of this society. The economic health and the health of this democracy are tied to how well we do in the schools." He said he believes that there is momentum building to support schools but "...this momentum at the local level can be aborted, can be stopped or thwarted, if we throw local districts into extreme financial chaos."

Expanding on the financial theme, Honig stated, "We have been neglecting our schools in this state. Compared to other states in this country we are seriously underfinancing education. We now spend about $212 less per student than the rest of this country. That is actual expenditure per student. This is not the statistic you hear about us being 50th in the states as far as percentage of per capita income; this is actual hard dollars in California which, as you know, has a little bit higher expenditure rate because of inflation. It is a serious situation. If the current budgetary proposals go through we will slip down about $300 per student less than the rest of the country. We are an industrial state; we are a technological state; we have leadership in those areas and we are seriously risking that leadership unless we can catch up with the United States. If we were just going to be in the top ten, which I think is a legitimate goal for a technological state, we would have to spend another $3 billion a year above and beyond the $11.5 billion we spend right now, kindergarten through the 12th grade. We've got some work to do over the next three or four years and I think that is becoming well understood."

The specific changes Honig feels are necessary to "...catch up with the rest of the country in quality of education and financial support are:

1. **Statewide graduation requirements**
   - **Two years of science**
   - **Two years of mathematics**
   - **Three years of history**
   - **Three years of English**
   - **One year of fine arts**
2. **Lengthen the school day and school year**
3. **Increase expenditures for text books and other instructional materials**
4. **Improve the quality of school teachers and administrators"**

In conclusion, Honig pledged his support of partnerships "...so that there will not be one school district or school in the state that doesn't have some form of working relationship with the business community and the industrial sector. I applaud and praise and encourage your efforts here today. I stand behind them fully."

# STATE/NATIONAL POLICY PERSPECTIVES

**Stephen Chaudet**
Director of Public Affairs, Lockheed Corporation.

"It is not only ironic, but tragic that, during a period of such high unemployment, we have tens of thousands of jobs going begging in California — and hundreds of thousands across the nation," Stephen Chaudet indicated. "Many of those job openings are technical or specialized...many are entry-level positions, requiring only basic skill in reading, writing, and computation. Many job applicants simply aren't qualified for the jobs available — and many high school graduates today aren't even qualified to be *trained* for those jobs. This decline in student performance cuts across all levels. Tests administered over the past decade in all parts of the country reveal significant drops, particularly in the technical skills. Even the *top* achievers have fallen off by around 4% in both science and math.

"Unfortunately, California has led the retreat in student performance. In 1972, on college tests, California students scored nine points *above* the national average. Just 10 years later, they came in 17 points *below* the national average.

"California has earned a reputation as the national trend-setter in styles, in politics, in technology — and yes, in education. Based on student performance, California's public school system has now deteriorated from one of the best to one of the worst in the United States.

"We *know* what the problems are," he claimed. "And — to the extent that California *is* a national trend-setter — our ability to deal with those problems will indicate the capacity of the United States to close the 'education gap' that seriously threatens our world leadership. In order to remain the leader of the free world in commerce and industry, we must prepare our youth to accept the challenge. That is why I personally, and all the other members of the California Roundtable, place such a high priority on student performance."

By way of explanation and clarification Chaudet gave the following history of the California Roundtable's concern and involvement. "The California Roundtable is an organization of chief executive officers from over 80 principal corporations doing business in California. Over three years ago we foresaw the impending crisis facing public education, based on the poor caliber of the work force that our schools were producing.

"We formed a task force on jobs and education, at first aimed at working with the Industry-Education Council and the National Alliance of Business to make these institutions — which we were already supporting — even more effective.

"However, we soon determined that the problems facing our educational system were deeper and more fundamental than had been previously thought. In February of 1981, 32 CEO's and top educators from across the state gathered at a conference in Oakland to probe the depth of the problems and to determine how, working jointly, we could strengthen the quality of the school system.

"On November 30, 1982, Berman-Weiler Associates presented their findings and recommendations to the task force on jobs and education. They then met with the California Roundtable Board, and after exhaustive discussion, the Board agreed to endorse the study and its implementation plan.

"The Berman-Weiler report confirms that students in California's secondary schools are not being adequately prepared for college or work. And, if the decline is not reversed, California public schools will not produce the kinds of citizens, workers, and leaders we will need for a productive future.

"The report also makes specific recommendations aimed at improving student performance. They are grouped under four major headings:

- **Raising educational standards**
- **Upgrading technical education**
- **Increasing community involvement**
- **Reforming finance and strengthening the teaching profession"**

Chaudet then proceeded to discuss each of the four major categories of the report:

**Educational Standards**

"Under California law, most educational standards are set at the local district level, and vary widely. The districts regulate the quality and content of their courses, set their own graduation requirements, and adopt secondary school textbooks of their choice. The evidence suggests that these locally set standards have been slipping in many districts across the state.

"The Berman-Weiler report recommends that the business community support the following actions:

- **Establishment of minimum graduation requirements adopted by the State Board of Education**
- **Adoption of statewide curriculum guidelines, together with a requirement that districts conform to these guidelines in their own curricula**
- **Strengthening of the state testing program for all secondary school students**
- **Development of a textbook review process for grades 9-12, to assure that secondary school texts meet statewide curriculum standards**
- **Strengthening of attendance and discipline laws**
- **Changing the state education code to increase the minimum required length of the school day and school year**

"Again, let me emphasize that it isn't the purpose of the California Roundtable to set education policy. That should be left to the educators and the legislators. But, we do believe we have an obligation to tell the educators how students are doing in the work place, and what standards they must meet in order to qualify for employment.

**Technical Education**

"I recently came upon a rather sobering fact that I would like to share with you: despite its smaller population base, Japan graduates more engineers annually than we do here in the United States. Even more frightening: about one-third of the master's and half of the doctoral degrees awarded by American engineering schools now go to foreign nationals!

"California businesses need more technically trained employees, and are having difficulty finding them. About 26% of the math-based positions in the private sector are filled by people who are inadequately trained, and about 22% of these positions remain unfilled. Total job growth in California between 1980 and 1990 is currently predicted to be about 25%, while the growth in high technology jobs is expected to be about twice that. Both nationally and in California, employment growth is expanding rapidly at the upper skill levels. California's schools may not meet this growing demand for technically trained people, for several reasons: The Berman-Weiler report recommends that the business community, in cooperation with post-graduate institutions, support the development of a statewide coordinating body to formulate long-range action plans for technical education. Certainly, long-range planning is needed in this area because of the apparent shift toward technology-based industry both here and elsewhere.

"But short-term assistance is also needed to meet the current math/science emergency in California. Individual companies must loan their own resources — skilled personnel, equipment, and facilities — to help out our secondary schools while more comprehensive state programs are being developed. Instead of hiring math/science teachers *away* from our schools, we must help the schools recruit and retain them. We can do this by providing scholarships and loans, dual-career options, and teacher fellowship programs for outstanding math/science teachers.

"At the same time, we must support the concept of higher pay for math/science teachers who, in turn, must be required to:

- **Meet stiffer qualifications**
- **Work an 11-month year"**

On a slightly different tack, "I'll get back to the question of teacher pay in a moment, but first let me touch on the all-important area of community involvement.

**Community Involvement**

"Over the past decade, there has been a marked withdrawal of community support from our public schools. What we are seeing, I think, is not only an *erosion* but also a *fragmentation* of support. I submit that the so-called flight of students from public to private schools has little to do with racial prejudice or religious persuasion. Rather, it reflects the fear of many parents that the decline of our public school system is irreversible, a school climate that makes it difficult to improve student performance.

"What can businessmen do to increase community support of our public schools? First, we must repudiate any form of educational elitism. Competition among schools to attract students is okay up to a point. But by sheer weight of numbers, the majority of our future work force will come from the public schools, and so we must focus our support there.

"We can do such things as provide free time for employees to do volunteer work in schools, and lend management experts to help improve the schools' operating efficiency. Many individual companies already have programs ranging from direct cash grants to Adopt-A-School outreach efforts.

"There is no question that business can and should provide direct help to the schools. But we must also provide indirect support through public information campaigns aimed at other members of the community. American business is supposed to be *the best* in the world at advertising and public relations.

"If we can sell the world on 'a Coke and a smile' we should certainly be able to sell our own hometowns on the importance of good public schools!

"Finally, there are the closely related questions of adequate finances and teaching excellence.

**Finances and Teaching Excellence**

"Schools throughout California are facing a serious financial crisis. Since the mid-seventies, California's expenditures for public education have fallen dramatically, and are now among the lowest in the country.

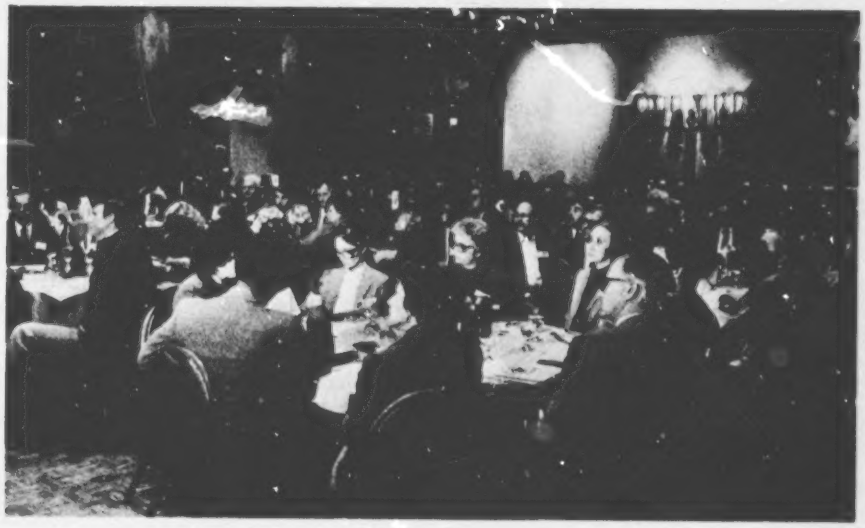
"How can we get more money for education in California? Unfortunately, there is no easy answer. The public may be unwilling to accept significant new funding for education, and other finance reforms, unless its confidence in public education is restored. The steps proposed earlier — raising educational standards, upgrading technical education, and increasing community involvement — will all help. But these steps must be combined with policies to strengthen the teaching profession and to restore the public's faith in the quality and dedication of the instructional staff. To strengthen the profession:

- **More skilled teachers must be attracted to teaching careers**
- **Where necessary, teachers and administrators presently in the system must be helped to improve their skills**
- **The flow of skilled teachers away from the system must be reversed**

"Experts point to low pay, poor employment conditions, and general demoralization among educators due to low public support as major reasons for the devaluing of teaching as a career. As to the issue of low pay, the average salary of beginning teachers in California is currently $13,500; the private sector salary for employees with comparable training is about $19,000. After 20 years of experience, the average teacher makes $24,500, whereas the private sector employee earns about $45,000.

"The cost of the recommendations from our report is estimated to be $300 million to $600 million; and we concur with some estimates that to accomplish true reform throughout the system over several years, it may take even more. Bill Honig estimates the cost of his suggested reform at $3 billion. Regarding financing, the California Roundtable intends to work with legislators, the governor, and Bill Honig. The California Roundtable has said it will support more revenues for education only if such revenue increases are tied to specific educational reforms. Conversely, if there is not serious reform, we would oppose any spending increases.

"This is a long-range plan, and what we are detailing this year is an important first step of many steps yet to come. The Roundtable is committed to 'stay the course' for several years to see true reform take place. It has taken two decades for California public education to deteriorate. And it will take another decade for excellence and pride to be restored to our teachers, administrators, students, and communities regarding the educational process. Because this issue is so critical to our whole future as a state, the California Roundtable realizes it has to make this commitment for the long term."



# STATE/NATIONAL POLICY PERSPECTIVES

**T. Wendell Butler**
White House Office of Private Sector Initiatives.

"Your conference here is coming at a very, very critical time in the affairs of this nation," T. Wendell Butler stated. "And I commend you for holding this conference. I think what is happening in this country and what is happening in this state is not unlike what is happening in other states and in other nations. I would call it almost a quiet revolution that is taking place in the entire country." He further pointed out, "What we see is a growing belief that government alone, that public institutions alone, cannot solve all of our problems. That it takes the help, the ingenuity, the commitment, of those in the non-public or the private sector. Private sector initiative simply boils down to neighbor helping neighbor, people recognizing that there's a problem, and pitching in to do something about it.

"Many people think that when we talk about the private sector solution to community problems, we are talking of replacement for functions performed by government. That is absolutely not the case." Butler continued, "There is a clear and legitimate and ongoing role for government. Both at the federal, state, and local level. What we are talking about is the private sector complementing the role of government. I think in periods of austere budgets we can no longer afford to 'throw' money at problems. We need to 'throw' brain power, we need to 'throw' coalitions of people, we need to 'throw' partnerships such as this at problems.

"There are companies too numerous to mention, there are foundations too numerous to mention, that have begun partnership programs, that have programs ongoing." He reported, "Before coming out I took a look at our data base on private initiatives. We identified about 6,000 examples of private initiative, running from food banks, day-care centers, Adopt-A-School, to full-scale economic development projects."

Butler concluded, "...with one of my favorite quotes which reminds us that when we move forth in our successful careers we need to take the time to come out to conferences like this, to reach back into the community, to help those that need a helping hand. The quote that I'm going to leave with you is from an educator, a scientist, a fellow black man. His name was George Washington Carver. He said, 'The extent to which we are successful in our own lives depends on whether or not we are tender with the young, sympathetic with the striving, compassionate with the elderly, and tolerant of both the weak and the strong, because one day in our lives we will have been each of those.'"

# DYNAMICS OF MAKING PARTNERSHIPS WORK

**Peter Hutchinson**
Vice President of Public Affairs, Dayton-Hudson Corporation.

"Partnerships happen when one good idea meets another good idea," Peter Hutchinson stated. "*You can't force this process.* However, partnerships will happen *more* often in an environment conducive to them. So, I'd like to stress that your first priority should be to build an environment that nurtures partnerships."

Hutchinson indicated that there are six major factors that create the necessary environment:

- **"The first is a trusting *civic culture.*** This exists when all groups, including government, business, nonprofit organizations, labor, minorities, social institutions, and neighborhood associations work well together.
- **"The second factor is a *community vision* — the community's view of itself and where it ought to be going.**
- **"The third key ingredient in building an environment conducive to partnerships is having *civic organizations* that bind the community together.**
- **"The fourth key factor conducive to building partnerships is a *network for communication and mediation.*** To be effective, these networks must include the most influential groups in the community. Enlisting the support of the leadership of media organizations can also be essential to this process. It's important for all the communications media to understand their stake in the community...this makes them participants, not just observers.
- **"The fifth key factor — *leadership* — is a bit more intangible.** Most communities have not done a good job of recognizing and encouraging civic entrepreneurs. The Percentage Club movement, including the 2% Plus Club here in San Diego is one way to nurture civic entrepreneurs.
- **"The final (sixth) key factor in creating an environment conducive to partnerships is *continuity.*** The continuity of that commitment, regardless of changing circumstances, is essential to its achievement."

Hutchinson then moved to discuss partnerships themselves. He began by explaining "...what partnerships ARE NOT. It's not a partnership if you come to me and say, 'I've got this great idea — why don't *you* fund it?' If I have no interest in it, no stake in its success it won't work. I might do it, but it won't be a partnership. NOR is it a partnership if I come to you and tell you how to run your project because I've got the money and, therefore, think I'm smarter than you are.

"So, what are public-private partnerships all about?" he asked. "They are ventures that combine the complementary responsibilities and resources of business, government, community agencies, and foundations to meet a community need. Each partner brings resources. Each expects to benefit. And the identities of the partners are tied to the success of the partnership.

"This raises an important point — that partnerships will be successful if the partners recognize each has something very substantial to contribute, and each has a stake in the success of the partnership," he explained. "It's really that simple. But this simplicity is deceiving. It's a difficult equilibrium to achieve, and harder still to maintain. So the first step in exploring partnerships starts right in your own backyard — exploring the resources you have to bring to a partnership. You should consider both what you and your organization can bring to a partnership, and what skills or resources you lack."

Speaking of the form a partnership should take, Hutchinson maintained, "Forms of collaboration are virtually unlimited, but certainly include: information sharing — through meetings, networks, and community research, collective fund raising, joint ventures — in which the partners retain their individual identities, but agree to work towards a common goal through a third structure; coalitions — loose confederations of people committed to the same goal; mergers — in which two or more organizations lose their individual identities in becoming a new organization; and job sharing — in which individuals spend time working in two or more organizations."

Hutchinson indicated that at Dayton-Hudson Corporation they have identified seven components for partnership success:

- **"The first key factor is *focus* — a concept I mentioned earlier.** Partnerships work best if

they are developed for a very specific reason. Be clear about *why* you're doing it and what you intend to accomplish. Be specific!

- **"The second key is to *have a vision* — have a shared dream about what this partnership is going to do.** That dream becomes the driving force behind the partnership. That vision gives the partnership its direction. It's the thing you always look to when you're not sure what to do next.
- **"The third key is to *never resist a generous impulse.*** Be inclusive. Bring in anybody who shares the vision and wants to work. Partnerships are *not* exclusive clubs, so remember to include everyone who sincerely wants to contribute.
- **"The fourth key is to *seek progress, not perfection.*** Celebrate small victories and don't condemn small failures. You'll have plenty of both. Keep focused on your vision. Remember that you can get from here to there in many different ways, so you shouldn't be worried that every step be right on the straight and narrow path. You'll get there if you take small steps...in essentially the right direction.
- **"The fifth key is to choose *commitment over efficiency.*** As we say at Dayton-Hudson, we're willing to 'sacrifice a pint of efficiency to get a gallon of commitment.' We believe a committed person will get the job done before the efficient genius who's not really that committed.
- **"The sixth key is to *leverage whenever you can.*** Get the most out of every resource you have.
- **"The seventh key is to *build trust.*** Trust holds the partnership together through the rough spots. And lack of trust between partners is *the* major cause of failure in partnerships."

Hutchinson concluded, "Your challenge is to take that commitment and turn it into a working partnership that can benefit the students, the communities, and the people of this state. You can be proud of the Navy's leadership in agreeing to take on area schools through the Adopt-A-School program. I am convinced, by what I already know of the San Diego area, and by the potential I see here in this group today, that your efforts can be successful."

# DYNAMICS OF MAKING PARTNERSHIPS WORK

**Richard Byrne**
Professor, University of Southern California

Richard Byrne began by asking the question, "Is anything going on? Is there any change going on regarding the economy, curriculum, education, business...?" After most of the audience agreed that change was taking place, he went on, "You need to know that most people don't think anything is going on." He continued with examples of tremendous change taking place and how many people weren't even aware of it. Then he focused on the "...information revolution that's going on right now which some schools know about and some schools don't know about.

"I'll give you one reason (for not noticing change) ...we're unconscious. Many of you are very competent. The instant you become competent you become unconscious. One of the problems in teaching children is that you are competent and unconscious.

"So, all I am trying to tell you is, I think there are incredible changes going on in society and many of us kind of notice it and then we don't notice it. We notice it and we don't notice it. We need to notice it, grab hold of it, write it in big red letters on a card, and stick it on the wall so we can all remember what's changing and why we're doing this....

"This meeting is about a paradigm shift in San Diego," Byrne said. "There was a way of looking at it, and what you are considering is a new way of looking at the same phenomenon—schools, city, people. But you are talking about a new world view. It does not require work. Carrying it out will require work, like raising kids. The paradigm shift is instantaneous. And it is an act of will. It's not that you go out and read 90 books and all of a sudden you've got it. It's called letting go. You've got to let go of the old paradigm.... So in partnerships you should not plan these partnerships based on 1950's management styles. You need to let go of your old world views so you can create something new. And it ought to be new and fresh and imaginative. And you ought to create it. And you should not be stuck in the old paradigm."

Byrne continued on the theme of letting go of old ideas and embracing new ones. "That act of letting go,

leaping off the cliff into the void, not knowing, getting the wind under your wings, that's what is needed in education. Most people in education are too conservative. They are afraid of change. They are afraid of uncertainty. They want to look before they leap. My advice is always leap before you look.

"Is there a crisis in education right now? I think so. Is there a crisis in society? I think so. Is there a crisis in the economy? In government? In public support of government? In the government of education? Yes, I think there are crises in all of those — but it's that blending, that intersection of peril and opportunity. All I'm saying is that in this crisis ahead of us we ought to look on it as a creative opportunity for completely new solutions — completely new problems. The 'hook' is not the solution, it's the problem."

Byrne also spoke of "a new curriculum" and gave participants some tips about how to work together as partners in this planning process. "I think we need to prepare a new curriculum to educate global citizens," he explained, "people who are citizens of the world, instead of parochial citizens of a neighborhood. We need to be global citizens. We have instantaneous communication worldwide. So what are the skills of the global citizen? One of the key things is, people need to learn how to learn instead of learning what you teach. What you teach, in my opinion, is the booby prize. Particularly if you teach facts. Facts are changing faster than you can change your clothes. What you need to learn is learning how to learn....You need to know what the future entails and then you need to teach students to be ready to cope with it. Coping with change, in my opinion, is one of the greatest skills we need."

Byrne concluded with eight tips on how to make partnerships work:

"***Be conscious.*** Start paying attention when you're listening to TV. You know, if Jane Pauley says something, call Jane Pauley. If you hear something that's related to this don't say, 'Hey, that's related to what we're doing down here.' Grab hold of it. Put it in a folder. Give it to somebody. We need the power of the community, not the power of eight or nine committed individuals who are dying anyway. Be conscious.

"***Be willing to be ignorant.*** It's like the Zen master. If you are not willing to be ignorant, you can learn nothing. One of the problems of this room, (is that) this room's very educated. Too bad. It really gets in the way. I see a lot of people at universities walking around being smart. They are unwilling and afraid to ask questions because it will suggest there might be something they don't know.

"***Build a network.*** A network is when I call you, no questions are asked, it's already set up. You need that network built in advance.

"***Create visions of your future.*** How do you want it to be in this city and all the cities around here? Exactly how do you want it to be? Create the vision and the creation of the vision will make it real. Figure it out; write it down; and then show it to everybody. This is what we want in San Diego. Get it. Send it to churches, send it to clubs — this is what we want. Then you begin to get this community's support — to get the vision of everybody. Prayers and visioning work.

"***Come from mastery.*** Don't seek mastery. If you don't think you can make it, don't jump because you will not make it. Many people volunteer for civic duty. Come down here to the Atlantis...(it) won't cost that much. But they don't think it will work. What you need to do is abort. Get out of the ship. Get people in here who think it will work. Come from mastery.

"***Commit yourself to something.*** A lot of people say, 'Well, I'm committed but actually I'm a very busy person and am quite an important civic figure.' Wrong. Commit yourself to the President of the United States. Call somebody who's bigger than you are, meaner than you are, and harder than you are and somebody who'll call you on your act. Commit yourself. Let's make this real.

"***Be a wellspring of aliveness.*** You know about carrier waves? When you listen to a radio? You listen to 105.2, which is KAGO; it's a jazz station. That's a constant. It's always there. You just turn the dial to 105.2 and you get KAGO. Now you may hear Duke Ellington, Oscar Peterson, Joe Pass, Ray Brown. You'll hear different people, different tunes, but the constant is the carrier wave. Your carrier wave should be aliveness. When you are alive other people want to be around you.

"***We should all learn to soar.*** What you do to soar, you always seek turbulence. In a sailplane you look for birds and leaves at about 8,000 feet and say 'This is it, right over here.' Seek the turbulence; choose a position in the turbulence. The same thing is true with a sailing boat or anything else. Choose a position in the turbulence and then hold fast. And when you have the wind under your wings, the turbulence carries you forward."

# INITIATING AND FORGING PARTNERSHIPS PANEL

Ed Ott

Rear Adm. Edwin S. Miller (Ret.)

Orlando Malanga

Jeanne Jehl

"There is no set formula to develop a good relationship with business and industry.... Every area has problems and needs unique to that area," said Orlando Malanga, Director of Career and Vocational Education for Poway Unified School District. The key, he said, is to be flexible enough to meet your partner's changing needs and resources.

Ed Ott, Personnel Manager, National Steel and Shipbuilding Co. (NASSCO), continued the theme of differentiation in partnerships. "Partnerships are all different. There is no one exact model," he said. "The goal is to meet the individual needs of both partners. Educators need to find businesses with which they find common interest and, therefore, a common product.

"Successful partnerships require everyone's involvement. It is necessary to make personal contacts and not wait for others," Ott advised. "It is necessary to be proactive." Along the same lines, Malanga indicated, "A partnership is a two-way street. It is not always equal. One partner may aid more or contribute more than the other partner, **but a good partnership is not weighed by amount but by outcome."**

Jeanne Jehl, Coordinator for San Diego Unified School District, talked about the benefits of partnerships to businesses and other agencies and, ultimately, to the community. "You are going to be creating a generation of students who are more in tune with the private sector than we would have if we continued in what I see as a tremendous isolation in understanding of motivation of skills between the private sector and education."

"In the long run," Jehl continued, "what you are building is good schools.... I strongly believe that **no community can be any better than the education it provides.** When you build a good educational system in a community, you build in something that will hold your employee in that community. You build in something that will help you draw employees and potential customers to that community."

One such community-building partnership was outlined by Rear Adm. Edwin S. Miller. The Kiwanis Club of San Diego is working with San Diego Unified School District to provide student counseling centers in the district's elementary schools. "We are working on what is called a non-mandated program, which deals with education for prevention," Miller said. "Education for prevention—at the particular learning age which is most critical, and that is the age from kindergarten through sixth grade."

"The student counseling centers are the focus of many positive, upbeat activities," Miller continued. "The most important thing, though, is what happens to the students. They get an enhanced self-esteem; they've gained the ability to get along with others; they've learned a feeling of responsibility and respect, and respect for other people's property; they've learned problem-solving techniques and decision-making."

Miller said, "The Kiwanis Club of San Diego is so strongly sold on this program that in the past three years it has put $22,000 into it.... Our money is now in ten schools. I do think **this is a beautiful example of what a partnership can do between a service club and a school."**

Malanga discussed his district's goal of creating partnerships that "would help the other partner if he had a problem or a need."

He outlined some ways business and industry can meet the needs of schools:

- **Job placement for vocational program graduates**
- **Participation on school advisory committees**
- **Assistance in curriculum development**
- **Formation of a leadership executive exchange program**
- **Participation in career fairs and other informational programs**
- **Availability of facilities for inservice meetings and for tours by staff and students**

Malanga also outlined things schools can, in turn, do for local businesses:

- **Participation on scholarship committees and the Junior Achievement Board**
- **Creation of a work experience program for high school students**
- **Participation of vocational educational classes in restoration of historical sites and construction of community projects**
- **Staff assistance in improving reading and other academic skills of handicapped employees**
- **Implementation of programs and classes to train and retrain employees**

Ott talked about another successful partnership between NASSCO and the San Diego Community College District. "The community colleges talked with NASSCO and helped create a training program based

on perceived needs and curriculum input from the company," Ott said. "In two years, some 2,300 employees went through those courses."

He also cited the involvement of the Greater San Diego Industry-Education Council in the partnership process through career awareness programs, speakers' bureaus, tours of businesses, and financial grants.

Malanga had one last piece of advice for potential partners — **"Once you have developed a good relationship never be afraid to ask. All they can say is 'yes, we will help.'"**

# PERFECTING PARTNERSHIPS PANEL

"When business and industry, service clubs, and the military come together to help public education, only good things can happen," said Carol Monell-Pugmire, Communications Coordinator, San Diego County Department of Education.

She went on to describe San Diego County's Adopt-A-School program, one type of partnership that helps the community prepare for its own economic future through private sector involvement in public education.

"There are to date 85 adoptions in San Diego County," Monell-Pugmire said. "These adoptions focus on excellent utilization of human resources. Career education, role modeling, presentations on the world of work, and tutoring, are popular activities. These resources, provided by the adopting business or group, positively impact the students, enrich the learning day, and contribute to binding the community closer together."

The U.S. Navy's involvement in the Adopt-A-School program was explained by Rear Adm. William A. Walsh, Commander, Eastern Pacific Amphibious Group. "Our President's very first priority is to provide a secure nation at peace," Walsh said. "[Therefore] my first priority in the Navy is obtaining the quality people we need for the defense of this great nation."

Walsh said the decreased math and science emphasis and graduate shortfall in these areas translate into a tremendous technical resource deficiency for our nation in the years ahead.

He continued, "In the past decade the growth rate for employed engineers in America has amounted to less than one-third of the growth rate for employed attorneys, less than one-half of the growth rate for employed accountants, and less than one-fourth of the growth rate for employed social scientists. [We got that way]...through a convoluted reward structure. When you offer money, security, mobility, and professional trapping, rational people will follow. I think we need to redo our reward structure. I'd like to see lines of prospective students queuing up at the doors of engineering schools and science departments of universities, panting to get in."

Along the same lines, Walsh said something needs to be done to raise the low salaries of beginning teachers. "I approve of the [proposed] $20,000 initial...wage for becoming a teacher," he stated. "I have never understood the wage structure for the most important asset this country owns, our teachers."

Walsh continued, "...local Navy commands have recently joined the partnerships with schools program. I was privileged to attend the first formal Adopt-A-School program [adoption ceremony] when one of my

**Rear Adm. William A. Walsh**

**John C. Barrons**

**Carol Monell-Pugmire**

ships, the USS BRISTOL COUNTY, and Montgomery Junior High School joined together in a mutual effort that I am sure will be of benefit to both."

**"Those students are the future leadership of this nation,"** Walsh said. "And your Navy would like to be a small piece of that action in helping prepare them for that role. We're excited about the program. We look forward to ever-expanding partnerships throughout the county."

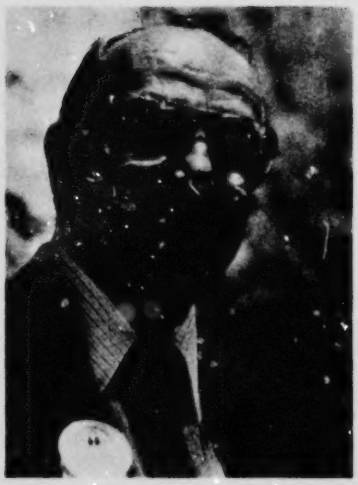
Another partner in the Adopt-A-School program is the Convair Division of General Dynamics. John C. Barrons, EEO and Educational Programs Manager, outlined his company's partnership philosophy. "We think **teachers, community leaders, and business people have a responsibility to service the next generation,"** he said. "And, that we all keep in mind, that the reason we are doing this is for the betterment of the community."

Barrons issued an invitation to the educational community to ask for help of any kind and indicated his organization is committed to partnerships and is willing to help.

Monell-Pugmire continued the theme of how partners can help schools. "Most companies, commands, or groups involved in Adopt-A-School will work initially with students in areas of the adopter's specialty," she explained. "Employees of a newspaper might tutor students in writing, and a bank or savings and loan might concentrate on mathematics."

"Then several months into the program," Monell-Pugmire continued, "the areas of activities expand rapidly. Newspapers and Navy commands are excellent leaders in inspiring students to study current events, science and social studies. Banks and high tech companies are equally adept at getting students interested in computer literacy, science and communications."

Monell-Pugmire concluded, "If there is one good thing to say about any form of partnership or Adopt-A-School, I'd say it is role-modeling. The business, industry, service club, or governmental agency does not *have* to do something, but, *wants* to do something. I say they care. We know that **caring breeds commitment, and we know that commitment breeds support.** And that's what we are all about—helping children, assisting the public education system, and enhancing our own communities and our own future."



# REALITIES AND OPPORTUNITIES IN PARTNERSHIPS

**Linc R. Ward**
General Manager, Pacific Telephone Company

"The people who come through the school systems are our employees; they are our customers, and they form the community and the prevailing environment under which our business can grow and prosper or under which it can be frustrated and have increasingly more difficult problems in its operation," Linc Ward said. "It is not just with some sense of civic pride but it is from a deep down inside personal belief that for its own good a partnership between education and industry is in everyone's best interest."

Ward went on to explain Pacific Telephone's partnership philosophy. "Our concept of the Adopt-A-School program in which we participate in San Diego, is one of not coming in and telling people the way we think they ought to be doing things but, in effect, saying 'tell us a little bit about your problems. Maybe there are some ways we can help,'" he said.

"With that attitude we adopted Lowell School, which is one of the grade schools here in town," Ward explained. "The types of things with which we are trying to help them involve assisting them in computerizing their attendance program, assisting them in computerizing their student profiles, assisting them with library upgrade, providing tutors to help students in math and reading, working with the community to assist the school, and helping the school itself become the center of the community life in their environment, which is heavily Hispanic."

Money is not the idea behind partnerships, according to Ward. "The key thing that I would mention about our concept of the Adopt-A-School program is not that we reach into our business pockets and pull out a bunch of 'greenbacks' and provide some kind of instant dollar resources," he said. "That's not our approach to it at all. Rather, the major thrust of our approach is to get volunteer employees in our business to do these things I was just describing.

"The major resource that we are providing in our Adopt-A-School program really involves urging, assisting, and supporting our body of employees to do the things that they can do well to help and they are doing on their own time. Well, our time a little bit, but they are doing it on their own volition," he said.

A third concept mentioned was Project Rainbow. "Project Rainbow," Ward said, "is the most exciting thing going on, in my opinion, in the State of California or the nation, involving the teaching of basic education—things like reading, writing, and arithmetic—to students in schools where they have not been doing very well.

"It starts from the premise that every student in this country should really have an equal opportunity to learn, and every student can learn if given an equal opportunity," he explained. "So, banded together here in San Diego is higher education...the business community, the Hispanic and Black communities, industry (as I said earlier) and the school system itself in a concerted effort to do all of the things that are necessary within the school system and within the community to make enormous progress in what I call the three R's."

# REALITIES AND OPPORTUNITIES IN PARTNERSHIPS

**Mary Walshok**
Dean of School of Continuing Education, University of California, San Diego

"Colleges and universities in this community and throughout the State of California play a very important role in the issues that you have been addressing in terms of preparing competent adults to work in business and industry and in the professions," Mary Walshok said. "They need to be involved in a more direct way with the schools and with business and industry in developing curriculum and in preparing students to be better equipped."

Walshok then focused on three issues where some attention to the roles of colleges and universities in this whole process might be important:

"The first is in the standards for college admission. This relates," she said, "to how high schools in particular feel they must prepare their students who wish to go on to college. Often we don't look behind the kind of education *that* bachelor's degree or *that* associate of arts degree or *that* master's degree represents. I am troubled by the degree-conscious nature of this society and of employers. I think it's important that we start addressing the variable standards in the various institutions that are providing higher education and start making some demands on colleges and universities as well as on high schools to better prepare their students.

"The second important role that universities play is in educating and certifying professionals—especially young teachers." Walshok said, "I'm not sure how many of you realize that 46% of the graduate engineering students in the University of California are foreign born. Our own citizens, young students in the State of California, do not have the math and science skills to do advanced work in engineering. This is the fault of the University in terms of its undergraduate training. But if high schools are feeding into universities young adults who have insufficient math and science skills and who take, if you will, social science rather than engineering, there is a ripple effect. It's this interrelationship between all of our institutions that is terribly important to think about and focus on. There need to be partnerships where industry is telling universities and colleges more clearly the competencies, not the degrees they need in professionals and in workers. And the colleges in turn, go to to the public schools and say, 'We'll be prepared to provide this kind of education if you will send us a student who has some of the basic skills to move ahead.'

"I think there is a third area where universities and colleges have an important role to play in the kinds of partnerships that you're discussing....which is the provision of continuing professional education, particularly in the case of this audience," Walshok said. "It's a platitude to say that just because you have a BA, an MA, or a PhD that you are now educated and certified for the next 40 years to go out and function in a professional capacity. At every level of education certification and in every professional area the need for lifelong learning and continuing professional education is profound. I would argue that it is no more profound than in the teaching profession, because of the extraordinary changes in the society in terms of the kinds of skills and competencies that people need.

Walshok went on to describe three programs under development at UCSD which may be examples of ways that partnerships between the schools, business and industry, and the university can result in some positive experiences for teachers.

One is through a humanities institute which, if funded, would provide between 400 and 500 teachers with the opportunity for "this kind of renewal experience — kind of a refiring and a new approach to teaching of reading, writing, and literature," she said.

Walshok also cited the development of advanced programs in math and science — which would require the moral support of the schools and perhaps the financial and political support from business and industry — and the use of the university's computer facilities for teacher training as two other examples of the ways partnerships could benefit teachers.

Walshok concluded, "There is a connection between all levels of higher education and business and industry which needs to be thought of, and if we miss that important link, which is the teacher and the motivation of the teacher and the energy of the teacher, the sense of identification and commitment to a discipline or to an area, and the willingness of the teacher to learn new skills and develop new competencies, we're going to miss a piece of what's really important in transforming the product that is coming out of the schools. I would urge you to think of colleges and universities as another partner in this alliance."

# REALITIES AND OPPORTUNITIES IN PARTNERSHIPS

**Gary Hart**
State Senator, Chairman of Senate Education Committee

"Every politician will give lip service to their concerns about public education, but in the last few months we have noted a genuine change in the attitude of members of the legislature," State Senator Gary Hart stated. "I think that the turn around is due to many different factors, but one of those is a genuine concern on the part of the business community in this state.

"We have a situation in California now where only 25% or thereabouts of our voters and taxpayers have children in the public school system," Hart continued. "It's not enough to just ask the parents of the children in our public schools to become involved. If we are going to have a strong public education system, it obviously involves more than just that 25%. I am very excited and hopeful about the prospects for turning around what has been a difficult situation in this state in public education in the last decade."

Hart then addressed seven issues with which the legislature is currently dealing:

"One is the issue of strengthening standards — trying to focus on the idea of excellence and improved performance in our schools," he said. "I am the author of legislation establishing minimum competencies for students to graduate from high school. This legislation has been in effect for two years now. Our bills that are pending in the legislature now are focusing on such things as course of study requirements in California at the current time. It's important to send a message to the public, to the students, to the educators, that we want to try and strengthen academic standards and course of study requirements in California.

"We are also focusing on the issue of lengthening the school day and lengthening the school year," Hart stated. "California children, it is alleged, do not spend as much time in the classroom as some of our principal competitors such as the Japanese, Russians, and Germans.

"Another issue that I want to throw out to those of you in the business community is the issue of what a high school diploma can and should mean," the senator explained. "What we need in education as much as anything else, I believe, is some feedback. More than just generalizations about what a lousy job or what a good job we're doing. When you have a good candidate or good worker or good applicant, let the specific school know that. If you have somebody who isn't measuring up, give that critical feedback as well. The issue of standards for performance is a very critical one for the legislature, and I believe for the business community as well.

"Making the teaching profession more attractive," is another issue Hart mentioned. "We just are not getting the kind of high caliber candidates entering the teaching profession today," he stated. "One of the things, from my own experience as a teacher that I believe very strongly, is that teaching, like other professions that are involved in institutions, whether it be a prison, or a hospital, or a school, can be a very isolating kind of situation. One of the things that we need to do a better job on is breaking down some of those isolation patterns that exist among academic departments in secondary schools, giving teachers an opportunity to participate and have some sort of interaction not only with other educators but also with people in the business community."

Hart said his primary focus is on increasing minimum teacher salary. Current legislative proposals call for the state to pay an extra 10% on the beginning teacher's scale for a three- or four-year period. "Most beginning teachers in California now are somewhere between $11,000 and $13,000," Hart said. "We are hoping over a four-year period that we can get that into the $18,000 range."

In addition to standards for performance and trying to get better persons into the profession, Hart said there must be a greater accountability on the part of both administrators and teachers. "Our bill, and all of the bills that are pending in Sacramento now, do one thing in general," he explained. "And that is to try and streamline the process for dismissing incompetent teachers.

"There is another thing that I think we have to be doing at the same time if we are going to be placing greater focus on evaluating teachers as to whether or not they are doing a good job; we need to get the very best people for the positions of making these evaluations," Hart stated. "That means selecting the

very best people for administrative positions and making sure they have the skills to do good clinical supervision."

(Hart, at this point, mentioned specifically that "...there is a very good assessment center here in San Diego County that is run by the County Superintendent of Schools that I'm aware of that helps in the selection and training of administrators. I believe that we can expand that concept to see that it is made available in other parts of the state.")

"What we have to do as we focus on excellence, is to not neglect this country's and this state's strong commitment to a comprehensive high school system. And to not neglect America's commitment to access the secondary education and the post-secondary education as well," Hart said in conclusion.

"One of the uniquenesses of our system that I feel very good about is that unlike so many other countries, students have repeated opportunities to succeed academically," he said. "We are not a country, like so many of your European countries, where students have to take an examination at ages 10 to 14 and if they don't pass the test, that's it. They're put aside. I think that our system is a better system as long as we do focus on the issue of academic excellence and give students a repeated opportunity to succeed in our school system."

# REALITIES AND OPPORTUNITIES IN PARTNERSHIPS

**Capt. James T. Worthington, II**
Executive Officer, Personnel Research and Development Center, United States Navy

Capt. James T. Worthington, II indicated that "many of the end products of our educational system — our young adults, the very timber of our society — join an increasingly complex and technically oriented Navy. Obviously, anything the Navy can do to improve the quality of the education of these young men and women would be of great benefit to our organization and ultimately to our society.

"While our primary business is defense, we in the Navy realize that a weak and vulnerable economy is inimical to a strong defense posture," Worthington said. "Persistent high unemployment among our youth, particularly minorities, threatens a robust economy. Yet, the help-wanted ads brim with job opportunities: technicians, repairmen, engineers, software writers, computer programmers, etc., positions for which most of our youths are disenfranchised because of their math and science illiteracy.

"By comparison, Japan graduates more engineers than the U.S. does, although their population is less than half of ours," he revealed. "So does East Germany with an even smaller population base. The bottom line is that the overall achievement scores of Japanese students in math and science are the highest in the non-Communist world, particularly with respect to problem-solving skills. The National Assessment of Education Progress reported some increase in math skills in junior high school students in this country but not in problem-solving skills."

Worthington continued with his point, indicating that Japan is a threat only to our technological and industrial leadership. "The Soviet Union presents a different sort of threat altogether," he said. "There we are witnessing an educational expansion that makes their military buildup seem tame. During the Stalin era, the graduation rate in secondary schools was about 4.9%. As recently as 1957, the year of the Sputnik, no more than 1,728,000 students graduated from secondary schools. After 20 years of extraordinary investment, culminating in compulsory ten-year schooling, over five million students, or 97.7% were graduating from secondary schools. This is an educational buildup that rivals their arms buildup, and the two are not unrelated."

Worthington said, "...the Navy itself is already heavily involved in the business of education (and, in fact education)...occupies one out of every five of us at any given time." He went on, "Still, we rely heavily upon the public high schools to provide our recruits with the foundations in math, English, and the physical sciences, which they will require to pursue technical training in the Navy.

"As we sail into the 21st century, our weapons systems, sensors, communications and electronics suits and propulsion systems are becoming markedly more complex," he said. "We have seen increasing numbers of high school graduates unable to cope with the curricula in our technical schools."

In addition to announcing that the Naval Personnel Research and Development Center will soon be joining the Adopt-A-School program, Worthington stated, "We, in the Navy, fully realize the schools need help. The Navy is an integral part of this community. We can, and will, help the educators in every way possible. We believe that many fringe benefits can accrue to both the educational system and the Navy through a strong partnership. We will have a better understanding of your needs, and in turn, we can help foster a better understanding of the Navy and its skill needs. It will provide an opportunity to increase the appreciation for national security needs. It is an excellent opportunity for providing students with a range of career choices in the Navy where we have over 80 occupational fields and over 1,000 specialties.

Can the Navy afford to make a commitment to form a partnership with the local school system?" Worthington asked in conclusion. "As a concerned member of the community and professional military officer, I have to answer, can we afford not to?"

# PARTNERSHIP CHALLENGES

Forum participants were divided into small groups of eight to ten for the purpose of discussing the implications for partnerships and the steps necessary for developing successful partnerships. Discussions were centered around the following "Critical Issues":

**Educational Standards**
- **Graduation Requirements**
- **Curriculum Guidelines**
- **Testing of Student Performance**
- **Quality of Textbooks**
- **Attendance and Discipline**

**Technical Education**
- **Cooperation with Postsecondary Institutions**
- **Need to Increase the Number of Skilled Math and Science Teachers**
- **Computer/Technology Education**

**Community Involvement**
- **Community Support for Education**
- **Employees and Management Personnel on Loan to Schools**

**Local Business-Education Coalitions**

**Finance**
- **Funding Tied to Policy Reforms**
- **Strengthening the Teaching Profession**

Each group discussed two of the critical issues that were originally addressed in the study, "Improving Student Performance in California," commissioned by the California Roundtable. Discussion questions were:

**(1) What can schools and businesses do together to address this issue?**
**(2) What can schools do to address this issue?**
**(3) What can businesses do to address this issue?**

The following is a summary of the discussions. Asterisks indicate those items mentioned in all four critical issue categories.

# ACTION STRATEGIES FOR DEVELOPING PARTNERSHIPS — EDUCATIONAL STANDARDS

## What can schools and businesses do together?

1. Advertise differences between current and proposed standards as they pertain to the different districts and explain the consequences of these standards; publish statistics.
2. Have public forums to discuss the issues.
3. Use a visual approach with a visual cue to sell the ideas to the public.
* 4. Maintain adequate press coverage (PR) on adoptions.
5. Keep standards issues in the forefront - make slide presentations on the standards to service clubs.
6. Support legislation on improving textbook quality.
7. Support increased compensation for teachers—fair/just compensation for tasks, qualifications, requirements.
8. Support review/revision of tenure laws.
9. Give industry feedback on how the schools are doing and which businesses are involved with the schools.
10. Support legislation on school finance.
11. Submit job descriptions and interact with the schools.
*12. Invite business to sit on curriculum committees.
13. Improve the self-image of teachers.
*14. Coordinate a mutual exchange of staff to provide curriculum development.
15. Clearly define requirements of industry so that education can meet those needs.
16. Continue Adopt-A-School program and involve ROP.
*17. Allow students to spend time in businesses to

get on-site work experience.

18. Greatly increase Adopt-A-School program, with efforts going into effective maintenance of the program as well as the initiating and actual adoption of a school.

### What can schools do?

1. Communicate on a regular basis (not just during periods of crises) with the community.
2. Work with textbook publishers.
3. Raise standards for administrators and teachers.
4. Differentiate school skills from life skills.
5. Encourage school board members to be more active in improving the school image.
* 6. Have workshops to improve teacher morale, self-image.
7. Certify programs with business to prove competencies. Have more publicity for students—similar to "Government Day."
8. Expose teachers to the community.
9. Centralize computer facilities, information, and opportunities for use by all school districts.
10. Establish a resource bureau to build relevancy of subjects for teachers.
11. Set higher standards and expand the counseling program for students; hire more psychologists.
12. Remove incompetent teachers.
13. Have more career days/assertiveness training for administrators.
14. Do not overrespond to the present need for math and science teachers in schools and thus create a vacuum in other areas.
15. Give schools the power to raise taxes.
16. Avoid overlooking the lower achieving students when creating educational standards; minimum standards must not become maximum standards.

### What can businesses do?

* 1. Inform the public through a newsletter or in monthly statements.
2. Involve trade associations.
* 3. Provide summer employment for teachers.
4. Give feedback to high schools on applicants.
5. Require more reading of newspapers to help improve reading skills and to become more aware of world events.
6. Use television to promote education - PR commercials.
7. Provide competition opportunities and give recognition.
* 8. Define minimum competencies needed for various jobs—provide personnel with facts on subject matter requirements in areas of math, science, and computer education.
9. Make long-term commitments.
10. Speak at school assemblies/sponsor outside speakers.
*11. Use business volunteers as teacher aides.
12. Establish an advisory committee to give input to schools.
13. Make business appealing to students.

# ACTION STRATEGIES FOR DEVELOPING PARTNERSHIPS — TECHNICAL EDUCATION

### What can schools and businesses do together?

1. Temper the focus on math and science.
2. Make use of school facilities (i.e., computers) during down time.
3. Get input from the community on the type of technical education they need.
4. Get higher education involved.
5. Develop cooperative curriculum.
* 6. Set retraining of teachers as a high priority with business helping with the training.
7. Have a committee define "technical education." If computers are being used as teaching machines, this is not technical education.
8. Have business set up intern programs for teachers in math, science, and computers.
* 9. Encourage students to complete high school - have businesses come into the schools for reinforcement.
*10. Have businesses work with schools in the development of incentive programs for the trades so that all energies/resources are not spent on college-bound students.

### What can schools do?

1. Work with teachers already in the classroom.
2. Be willing to listen to industry ideas.
3. Establish better pay scale for teachers.
4. Develop a San Diego County computer literacy curriculum/framework. Do research on how acute the need is for math, science, computer teachers in San Diego County.
* 5. Allow release time for principals and teachers to attend and join chambers of commerce, service agencies, clubs, etc. in order to provide liaison between business and education.
6. Provide subjects that teach/stimulate critical thinking; provide electives that prepare students for work.

7. Extend the length of the school day.
8. Provide different diplomas for high school graduates depending upon the competencies achieved.
9. Provide realistic career counseling.
10. Meet math requirements through courses other than algebra and trigonometry.
11. Allow teachers to have joint careers—teacher/businessperson.
12. Have more college input into high schools—career days, night class accreditation in math/science.

### What can businesses do?

1. Provide technical assistance to retrain teachers and funding for summer retraining programs.
2. Send personnel to teach students in the classroom.
3. Allot more money to Teacher Education and Computer centers.
4. Provide scholarships to help retrain teachers.
5. Support academic recognition.
6. Take a hard look at the needs within San Diego County for technical personnel in six months, three years, and in 1990. Is the future in computers or in...what?
7. Retain high quality math/science teachers by providing them with high quality, paid experiences in business during the summer.

# ACTION STRATEGIES FOR DEVELOPING PARTNERSHIPS — COMMUNITY INVOLVEMENT

### What can schools and businesses do together?

1. Determine competencies in the top ten industries and integrate them into the curriculum; start with a core group of involved people already known.
2. Encourage school staff members to become involved with business and industry. The business sector should extend invitations to their establishments and offer inservice to the educators.
3. Establish a one-on-one mentorship between teachers and businesspeople.

* 4. Stage a career fair planned by both educators and business people.

5. Match Kiwanis Club members one-on-one to students.

* 6. Design bumper stickers; publish a mutual effort newsletter to disseminate information to parents and the community.

7. Get children involved in business training programs and business work situations.
8. Don't isolate the schools—make the community aware of good programs.
9. Use PTA groups more effectively in bringing business into the schools.
10. Increase public support and work to achieve political clout for education.
11. Make parents feel more a part of the education process. Involve parents in the Adopt-A-School program. Grant parents release time from work to help in the schools. Establish a parent speakers' bureau or partnership.
12. Get graduating seniors more involved in the community.
13. Study the community and identify the population (voting community)—parents, seniors, military, clergy, businesses, social and health organizations, hospitals, etc.
14. Contact public information speakers, such as television executives, to be keynote speakers for schools and to do public broadcasts on behalf of schools.

*15. Parent release time:
   a. Study east coast programs regarding employee exchange (employee as teacher for a year).
   b. Provide vocational child care program for volunteer parents.
   c. Encourage the administration or principals to request parent participation rather than teacher participation. Make it a priority in job-related assignments to call parents.

### What can schools do?

* 1. Increase internal communication among educators re: goals, programs, and needs with more involvement at the teacher level.

2. Initiate creative ways to integrate courses on drug abuse and parenting into the core curriculum; integrate parents into the school system (parenting).

* 3. Involve all levels of educators, students, and parents when meeting with community/business groups.

4. Have students attend service club meetings. Display student work in local places other than at the Science Fair and Del Mar Fair.
5. Provide follow-up for successful students.
6. Provide good curriculum for non-college bound students; teach the basic skills in the trade areas.
7. Welcome volunteers to work in the schools in meaningful, productive roles.

8. Take the schools into the community—shopping malls, etc.
* 9. Provide more career counseling sessions for students and begin counseling at the elementary level.
10. Encourage the PTA, administration, and teachers to be more sensitive to needs; do not pass students who do not perform well.

### What can businesses do?

1. Adopt a student for career awareness. Example: work exploration one day each month.
* 2. Inform the schools of the skills the businesses require and begin at the elementary level.
3. Identify a variety of people within the organization(s) who can work with students rather than have only one person at a firm responsible for the program.
4. Grant release time for employees to go into the schools.
5. Have industry personnel departments help schools in the areas of data management techniques, personnel management, and factors which contribute to job satisfaction.
6. Show slide presentations of different trades and jobs to students in the classroom.
7. Invite students and teachers to the work site to learn about various jobs and the latest technology.
8. Discuss with students the reasons for working, responsibilities of employees and employers, proper dress, punctuality, etc.
* 9. Initiate committees of educators and businesses to discuss ways to help the schools.

# ACTION STRATEGIES FOR DEVELOPING PARTNERSHIPS — FINANCING

### What can schools and businesses do together?

1. Investigate lottery systems in other states to raise money for the schools:
   a. Look at how other states raise money for schools.
   b. Sell education to the 75% of the population who do not have school-age children and have them get involved in statewide financing efforts.
   c. Allot a greater percentage of the income tax to go to education.
2. Have people donate their services to the schools rather than demand pay for services provided.
3. Stress the need for business people and educators to approach legislators together for educational funding.
4. Support candy and wine tax.
* 5. Promote a positive image of education in the media.
6. Encourage businesses to assist the schools through the use of their high cost machines; these cannot be purchased with the school budgets.

### What can schools do?

1. Involve PTA groups more with the business sector—have Business/PTA advisory councils.
* 2. Identify services/equipment/people/facilities that business can provide in lieu of cash.
3. Refuse to take on some of the responsibilities that cost money—make it plain that the schools can't be expected to do everything.
4. Take the path of least resistance—don't try to raise taxes.
5. Reward frugal administrators and teachers—make the tax dollars go as far as possible.
6. Stop "showboating" with their boards and get serious about partnerships.
7. Establish early childhood career development programs.
8. Differentiate between curriculum for vocational education training and curriculum for college preparatory students (prepare students to face the challenges of the careers they have chosen).

### What can businesses do?

1. Keep teachers current on latest technology — initiate an "Adopt-A-Teacher" training program.
2. *Give* services; example: *The Citizen* gives one page per year to each North County school.
3. Condense and disseminate conference notes to teachers and the business community.
4. Involve the Industry-Education Council and each local chamber of commerce.
5. Share resources; i.e., personnel, materials, and dollars to help school programs.
6. Encourage businesses currently participating in partnerships to alert other businesses to the program.

# SUMMARY OF EVALUATION FORMS FROM THE PARTNERSHIPS WITH SCHOOLS FORUM

### What did you like most about the Forum?

Thirty-six respondents noted the excellent quality of the speakers and panelists. Twelve alluded specifically to Richard Byrne's presentation. It was felt that the cross section of attending business people was a good representation from the business community, and it was noted that the interchange between business and education was the most important aspect of the Forum.

Nine evaluators lauded the concept and purpose of the Forum. Other comments included "inspirational," "motivating," "extremely informational," and "very well organized."

### What could we have done differently?

Several participants noted that there was not enough time to exchange ideas. To acquire the necessary time, it was suggested that more time should have been alloted to the proven partnerships panel and a fewer number of presentations could have been made by keynote speakers. Additionally, more emphasis should have been given to existing partnerships and the successes of these programs.

At future events there should be more involvement at the teacher and student levels. Perhaps having an activity at night would be the solution to this problem. Attendance by students is important—this allows them to give feedback on their experiences as adoptees.

Finally, and perhaps most important, it was felt that more business people should have been involved.

Other comments included:

1. With reference to the table talk sessions, it was felt that there should be a better mix of educators and business representatives at each table. Additionally, smaller breakout sessions would lead to better participation by a greater number of people.
2. More community agencies, members of the clergy, and parents should be invited to future forums.
3. Audience input: People should submit written questions rather than take up precious time with "personal speeches" and "orations."
4. There should be allotment of time focusing on the counseling of students.
5. The need for retraining teachers should also be a topic of discussion.

### Do you have other suggestions or ideas for partnerships which were not addressed at the Forum?

1. Investigate possibilities for liaisons between business and education in addition to the Adopt-A-School concept.
2. Expand Adopt-a-School concept to include adopters by members of the community (foster parents).
3. There should be more parent/student/teacher involvement. The needs of the students should be expressed.
4. Private schools should be involved in partnerships.
5. Partnership involvement should include financial assistance and/or incentive grant programs.
6. A program in North County was noted: The *Citizen* newspaper has offered each school in the area one full page in the paper each year. Each school is responsible for the text, photos, and so on. This example was indicated as a good mode for advertising "America's Finest Schools."

### Other Comments

1. Excellent, thoroughly enjoyed, well organized. Keep up the good work and thanks!
2. Many participants stated that this was a good beginning. Future forums should be smaller in size and should include parents, students, and teachers. It was also suggested that future forums be organized by local school districts along with the local business community.
3. Media involvement was a concern for some evaluators. There is a need for more publicity for the various partnership activities. One comment was to involve newspaper officials as keynote speakers or to have them make award presentations.
4. One concern expressed was how partnerships could be established in non-industry and/or economically depressed areas.
5. The personal involvement of the partnerships is the most important aspect as opposed to financial contributions.
6. Top priority should be given to elementary education—"it all starts there."
7. Send business people "America's Finest Schools" *Idea Cards* for positive feelings toward schools.
8. More information is needed and wanted. The consensus was that there should be a follow-up meeting—perhaps a forum in the fall or monthly meetings between industry and education.

# WHAT DO WE DO NOW?
# NEXT STEPS FOR PARTNERSHIPS

## Next steps - business

1. Training by business sector in the classroom — one period per day for advanced students.
2. Use marketing section of the San Diego County Department of Education to teach school staff to sell education.
3. Join in "America's Finest Schools" campaign.
4. Naval Ocean Systems Center would be happy to host briefing on personnel management system — this is applicable to the school environment.
5. Have teachers provide "wish list" like Hewlett-Packard did with Poway High.

## Next steps - schools

1. Local school boards should upgrade standards now rather than wait for competencies to be mandated by the state.
2. Develop monthly newsletter stressing *interesting* articles, including writings on the topics of discipline and curriculum.
3. Offer opportunities to visit schools — Engineers' Day, Supermarket Managers' Day, etc.
4. Use marquees outside of schools to announce activities along with using television and radio public service announcements.
5. Stage another forum or fair to keep interest going.
6. Offer programs for crossover teachers — from social sciences and English to math and science.
7. Examine current curriculum to see if it is allowing students to adapt/cope with changing employment situations.
8. Hold programs for school board members; it is their job to sell the value of public schools to the community, to build "public confidence."
9. Survey teachers on their strengths/interests other than the subject matter they teach and make these known to the community.

## Next steps - together

1. Establish a school-business political hotline.
2. Tap the resources of the retired community.
3. Establish a counselor/teacher relay program with business groups in San Diego County to retrain counselors on current needs of the business community.
4. Identify criteria that will make textbooks more challenging and interesting.

# CAPSTONE ADDRESS

**Dr. Lawrence J. Korb**
Assistant Secretary of Defense (Manpower, Reserve Affairs and Logistics)

*As a result of a very successful year in building Navy-school partnerships and a direct effect of the Partnerships-With-Schools Forum, the White House and Pentagon have taken very special interest in the San Diego County Adopt-A-School program. As a follow-up of this keen interest, Dr. Lawrence J. Korb, Assistant Secretary of Defense, represented the White House on May 27, 1983 when he took part in an Adopt-A-School celebration. While not an integral part of the recent forum, Dr. Korb's appearance in San Diego County was the capstone of the year's effort in forming and operating partnerships with schools.*

*Dr. Korb, who administers about 70 percent of the Defense Department's annual $248 billion budget, said of San Diego's Adopt-A-School program, in a pre-visit interview, "The economic and military security of the nation depends heavily on the quality of our education system. We therefore intend to build upon San Diego's creative model of combining local resources and initiative wherever we have defense installations.*

*"Through their support of the Adopt-A-School program, Navy officers and enlisted persons have provided leadership for the rest of the Department of Defense," Korb continued. "Their effort is a superb demonstration of the kind of voluntary contribution to the community that the Department is trying to increase as part of its support for the President's Private Sector Initiatives program."*

*Because of the timeliness and importance of Dr. Korb's speech, it is being reproduced here in its entirety.*

**Remarks at Adopt-A-School Ceremony**
**San Diego, California, May 27, 1983**

This is an impressive gathering and I want to thank you for inviting me. Looking at this event, someone might ask, "What's so important about Kimball Elementary School?" "Why is there so much attention from the Navy and the Department of Defense?"

Kimball Elementary School, the other schools here today, and *all* schools nationwide are important because they are the places where the defense of our country begins. Our economic strength and our national security are critically dependent on the strength of our educational system. There is probably no other activity in the country as important as that which takes place at Kimball Elementary School, because it provides the foundation for everything else we do.

The Department of Defense is paying attention to communi[illegible]s because everyone is paying attention [illegible]cause we have a vested interest in their work. In recent months the results of three national studies have been released, all saying that the quality of our education system is seriously deficient—that we are not adequately preparing our students for the challenges of the future.

The Department of Defense is the largest employer in the country, with four-and-one-half million civilian and military personnel, including the Guard and Reserves. As an employer, we share the concern of American industry for the level of preparation of the people who enter our work force.

So much of the current public discussion about the defense budget is about strategic issues of weapons systems, that it's easy to forget that 36% of that budget pays for people. It is people who make our defense work, and history teaches us that it is the quality of our

people that makes the difference if we have to go to war. No military force, no matter how well armed, is more capable than the individual and collective strength of its members.

Let's look at some of the people in the defense work force. First, a word about the new people who join the military - our recruits. Only two short years ago, recruitment of qualified people had deteriorated to the point where many were questioning the effectiveness of the All Volunteer Force. This administration took strong action to correct the situation by building a more positive approach toward national security. In addition, it has promoted pride and professionalism in the military service, provided more competitive pay, and improved the recruitment program. Aided by the scarcity of jobs in the civilian sector, we have been successful. For example:

- **All of the services are meeting 100% of their recruiting objectives and many qualified people are on waiting lists.**
- **Test scores and educational levels of new military enlistees now compare very favorably with those of the civilian youth population.**
- **Eighty-nine percent of our new recruits now have high school diplomas compared to 68% before the Reagan administration came into office. The quality of our new people is the highest ever, well above the results achieved when we had the draft.**

We expect this success to continue. Therefore, I say to the students here today that, if you are interested in the kinds of jobs you see in the Navy, you will have to keep studying hard and get good grades. We already exclude 22% of the young people who try to enlist in the services because they can't meet the educational standards or pass the qualifying tests. Ninety-one percent of our enlisted servicemen and women are high school graduates, compared to 78% in the civilian work force. Many have attended college. Nearly all of our officers are college graduates.

Now let's consider our active Guard and Reserve personnel. The skills required in the military cover the full range of those found in the civilian work force. To get into the military, a person needs to have basic ability in reading and mathematics. Once accepted, that person has to develop operational or technical skills. The equipment used by the military is becoming more sophisticated. The Department of Defense is in the vanguard of the development and use of the high technology everybody talks about these days. We need people who can develop the highly specialized and complex skills needed to operate and maintain missile systems, ships, radar sets, communications equipment, high performance aircraft, and amphibious landing craft. We also need managers and people who can run laundries, post offices, medical services, and accounting systems.

We train a large number of our people ourselves at places like the Navy Training Center, the Marine Corps Recruit Depot, and the Anti-Submarine Warfare School here in San Diego. In fact, the Navy, Army and Air Force make up the largest educational organization in the country — and they do a very, very good job. In fiscal year 1982, there were 1.1 million service people graduated from specialized skill training centers for all of the services. We will spend about $13 billion this year for training and education and we employ 190,000 people just to run our training activities.

Although the services generally do training themselves for the majority of the job skills they need, it is sometimes more cost effective to contract with civilian schools. This happens in some technical areas where relatively few people need to be trained, or where comparable civilian training exists. Cooperative educational "partnerships" between the educational, industrial and military communities are common. In addition, many of our service members are engaged in voluntary educational activities. They go to schools in communities, not as part of our formal training system, but with our support. This provides a large contribution to local educational institutions. For example, in fiscal year 1982, about 700,000 military people enrolled in community schools nationwide for basic skills and high school education. Another 600,000 were enrolled in colleges and universities.

In addition to the education of our military men and women, our defense preparedness requires skilled people in the industries that make missiles, planes, ships, tanks, and other equipment. As in the industrial base as a whole, these skills are becoming increasingly technical. We are concerned about shortages that have begun to appear in technical occupations. Our analysis indicates that at least 15 skilled occupations — from riveter to electrical engineers — must have an annual growth rate of over 3.8% if we are to meet our peacetime defense needs between now and 1989. One occupation, shipfitter, must grow 16.4% annually.

With a dwindling pool of engineers and technicians, the military must compete with industry for skilled workers; defense industries must compete with industries serving lucrative civilian markets. To solve this problem, the Department of Defense must help to make the pool of technically skilled manpower available to defense *and* industry bigger — through education. That is why Kimball Elementary School, and all community schools, are important. It is why we share national concern for the problems in our education system.

Most of the solutions to the education problems will not come from Washington, D.C. Education is the domain of local and state government.

Money will help to solve some of the problems, but money is not the only solution. Creative use of human resources can also bring important changes.

Our defense personnel, both military and civilian, are members of communities like yours all over the country. We must recognize that *all* of the citizens in communities, including defense employees, share the responsibility for educational quality. Solutions will require new ways of mobilizing local public and private resources in cooperative programs. That brings us to the specific reason we are here today — to recognize the innovative partnerships developed by San Diego area schools and local U.S. Navy commands through the Adopt-A-School program.

We are all proud of the adoption today of the Kimball Elementary School by the USS CAPE COD and, as a captain in the Navy Reserve, I am especially proud to be able to recognize this adoption and the successful adoptions of eight other schools by Navy commands.

Adopt-A-School was begun several years ago when businesses in Memphis began to adopt schools so that their resources could help to strengthen education programs. It has expanded to other cities as a fine example of the kind of local voluntary action and public-private partnership that the President has been promoting through his Private Sector Initiatives Program.

In San Diego the program has flourished under the able leadership of city and county school administrators. The business community has again led the way in supporting the program, but there is a new and special dimension here — the Navy. The Navy response has been strong and enthusiastic and it demonstrates the responsible role that defense organizations play in our nation's communities. A number of commands, represented here today, adopted schools this past year, and we expect more to participate next year. Naval ship and shore personnel complement the school instructional programs in the same way as business personnel. The Adopt-A-School program gives them the chance to share their human and technical resources in a large number of career areas. I am impressed by the types of contributions they provide. They include such things as:

- **Tutoring and counseling of students**
- **Conducting tours of their place of work to bring students and teachers closer to vocational requirements and opportunities**
- **Presenting mini courses in specialty areas such as science, electronics, computer technology and athletics**
- **Supporting and participating in school events such as concerts, dances, field trips, athletic events and graduation exercises**

Everybody benefits from the Adopt-A-School program: business people, teachers, school administrators, parents, service members, and students. You all deserve our respect and recognition for what you are doing.

Congratulations to the *business community* — for demonstrating the contributions that can be made by an enlightened private sector.

Congratulations to the *education community* — for showing flexibility and imagination by using non-traditional resources to achieve learning objectives. I encourage you to continue to pursue better ways to develop the technical talent that we need. And I encourage you to maintain a balanced education program through liberal arts, because we also need executives and officers with breadth, vision, and a sense of history.

Congratulations to the *parents* — for supporting the Adopt-A-School concept and for supporting our national defense by developing young adults who are moral, disciplined, patriotic, and courageous.

My special congratulations to the *officers and enlisted men and women of the U.S. Navy*. You have provided important leadership to the rest of the Department of Defense. Your effort is a superb demonstration of the kind of voluntary contributions to communities that we are trying to promote as part of the Department's support for the President's Private Sector Initiatives Program. You have reflected credit on the entire Department, and we intend to build upon your example wherever we have defense installations.

Last, but most important, my congratulations to the *students* — for successfully completing another year of school, and for striving for the knowledge and skills you need to take on the important jobs that lie ahead of you. I hope that you learn from the leadership that you see in the Adopt-A-School program. The Department of Defense, indeed the country, will always need people who can find new solutions to problems and get different groups to work together as they are doing here.

You are the leaders of the future, and we look forward to the day when you can pass on the benefits you are receiving to the next generation of youth.

Thank you.

# MEDIA COVERAGE

**Partnerships With Schools Forum**

| Newspaper | No. of Articles | Circulation | Writer |
|---|---|---|---|
| *The Daily Transcript* | 2 | 10,000 | Herbert Lockwood |
| *Blade-Tribune* | 2 | 30,000 | Dawn Garcia |
| *The San Diego Union* | 2 | 340,000 | Michael Scott-Blair |
| *Times-Advocate* | 2 | 35,000 | Lynn Steinberg |
| *The Tribune* | 1 | 128,000 | Rita Calvano |
| *The Citizen* | 1 | 24,000 | Staff |

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